



Name:

Email Address (SAS username):

Introductory Activity

Franklin High School
January 17, 2011

This activity is designed to:

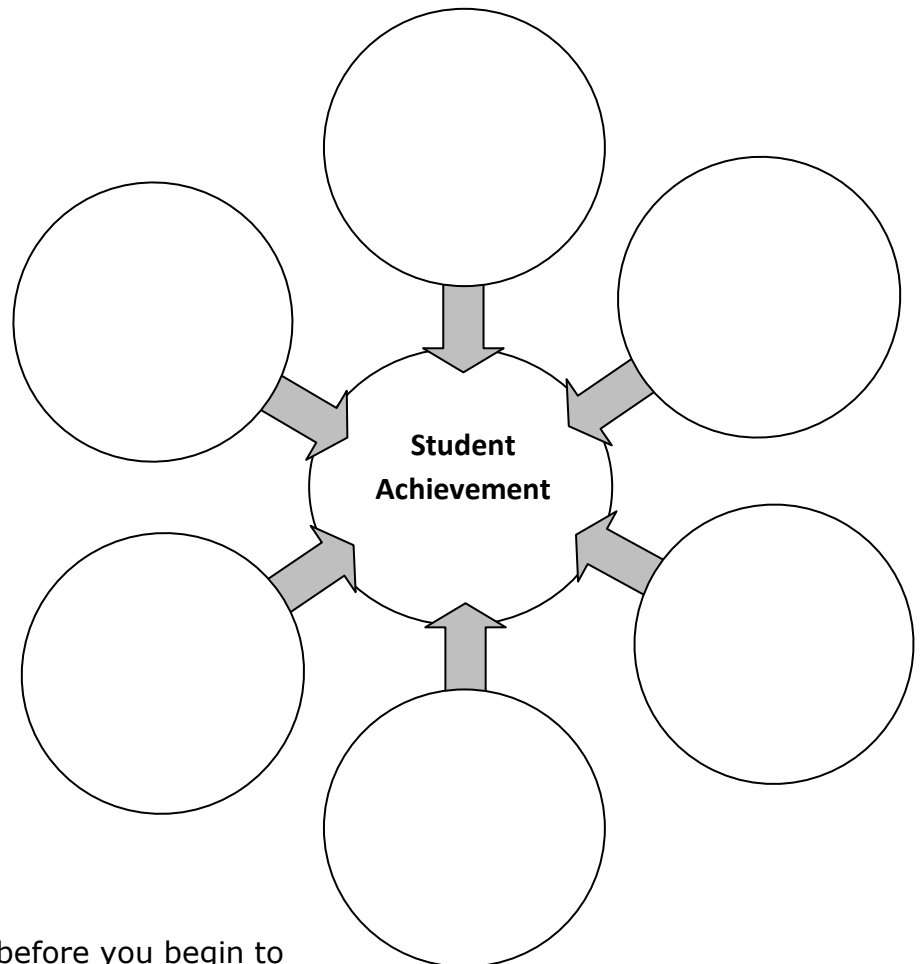
- Introduce you to, or increase your familiarity with, the PDE Standards Aligned System (SAS) Portal,
- Offer an opportunity to identify specific areas in SAS that may warrant further consideration or use, and
- Further your capacity to stay current as PDE transitions from the current standards to the Pennsylvania Common Core Standards.

You will be working with your department or a team of teachers to complete this activity. You will need a computer with Internet access connected to a SMART Board. One person will need to use the classroom computer to navigate to www.pdesas.org and log in.

Definition

The Pennsylvania Standards Aligned System is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement. Much research has been conducted as to what makes a great school. There are many intangible components; however, research supports the notion that great schools and school systems tend to have six common elements that ensure Student Achievement: Clear Standards, Fair Assessments, Curriculum Framework, Instruction, Materials & Resources, and Interventions.

<http://www.pdesas.org/module/sas/aboutsas.aspx>



Please fill in the six element circles before you begin to explore the portal. You can read a short introductory statement for each element by scrolling over the circles in the diagram on the home page.

Clear Standards

1. Please click on the **Clear Standards circle** of the diagram on the home page. Use the search dropdown menus to **Select a Grade Level/Subject Area**. Review the standards for your selection by “drilling down”. Chose three standards you would like to focus on for today’s navigation of the portal. (**Note:** *The standards for some subject areas may not be the system at this time. If that is the case choose a subject area from the list that appears and use those standards for the task you are completing.*)

Standard Number	Description
<div></div>	
<div></div>	
<div></div>	

Make a note of things you noticed in this section or want to check on at a later date.

2. Go back to the top of the page and click on the second tab, **Select a Course**, and use the dropdown menu to select **Algebra II**. (**Note:** *There are three tabs across the top of the Search box which will eventually allow you conduct different kinds of searches.*)

What is the description for the A2.1.1.2.1 eligible content?

Take some time to explore the links for assessments and how to print/download the information on this page.

I found how to save and print the PDFs.

3. Return to the top of the page and choose **World History 1450 to Present** from the dropdown menu. Notice there is no eligible content. Only subjects having a PSSA test (or completed Keystone Exam) have eligible content. It is eligible content that is used to write the assessments.
4. Return to the top of the page and click on **Vertical Viewer**. Click on the content area you chose in 1. Click back and forth between **See Grades K-3, 3-8, and 8-12**. Notice the progression of the sophistication of a concept and skills within the standards across the grade levels.
5. Return to the top of the page and click **Browse Standards**. Read the introductory remarks for this page. Scroll to the bottom and make a note of a **School-wide Area of Focus** that you would like to explore later.

6. Return to the top of the page and click on **Download PDFs**. What are the two areas that educators recommended for downloads?

7. Select **Download Anchors**. Notice that you can pull up glossaries for math, reading and science. Write down a term from two of these glossaries.

#1 - _____ #2 - _____

8. Return to the top of the page and click on **Unpacking the Anchors**. Use the search tools in this section to choose a course at the 11th Grade level. Select a description and then click on the **Assessment Anchor**. On the next screen drill down one more layer until you reach **Skills**. How could a teacher use this search option?

9. Finally, go back to the top of the page and click on **Common Core**. The SAS Portal is used to provide current and accurate information for educators. It is always being updated and is a dynamic resource. In this section you will find information concerning the Common Core Standards based on the work of The Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). Take some time to explore and make a note of what you find interesting or would like to investigate further in this section.

Fair Assessments

10. Please read over the description of each assessment. What do you currently administer (or could you administer) to meet all four assessments?

Summative: _____

Formative: _____

Benchmark: _____

Diagnostic: _____

11. Under Fair Assessments, click on the **Assessment Creator** tab. Now use **Search by Standard/Eligible Content** to find the three standards you selected in question 1. (*Again, you may have to choose an alternate subject area from those listed.*) Select three standards or anchors and click Search. Select three questions and click Build Assessment at the bottom of the page. What three documents/views are created at this point?

- a. _____
- b. _____
- c. _____

12. Now click the icon (a briefcase with a plus sign on it) to save this assessment in your ePortfolio. Check to make sure your assessment saved properly. Go to the very top of your screen on the right-hand side and click **Teacher Tools**. Select My ePortfolio.

_____ I can see all three documents in my ePortfolio.

Return to the Fair Assessments tab and explore the remaining sections.
Make a note of things you noticed or want to check on at a later date. _____

Curriculum Framework

13. Read the introductory remarks. View a curriculum framework by choosing from the dropdown menus. Write down one example of how that standard (or standards) can be broken down. (**NOTE:** *the structure of this section is different. Once you drill down notice the very light gray shading of the Essential Questions, Concepts, and Competencies.*)

Big Ideas: _____

Essential Questions: _____

Concept: _____

Competency: _____

Click on a couple of the Big Ideas to see how the section is constructed. You should notice changes in the shaded area.

14. Return to the top and click on **ELL Overlay**. Select either a mathematics or literacy overlay for an appropriate grade level. Circle the table you viewed to answer the question below. **Speaking** **Writing** **Listening** **Reading**

What bridging knowledge or ability should a student have at Level 5? _____

15. Finally, click on the **Content Pages** tab. Explore two different areas. Click on some of the pictures and PDFs, and review the overview that each section offers. What, if anything, impresses you about this area of SAS?

Instruction

16. Look over the list of **Instructional Strategies Videos** and select one to view.
(**NOTE:** It may take a moment to load. These videos may be viewed in Full Screen.)

What three specific things was the teacher in this video doing that made this an effective lesson?

a. _____

b. _____

c. _____

How could these resources be used with a first year teacher or in a faculty meeting?

17. Note the Instructional Strategy Documents at the bottom of this page and also the Related Instructional Resources. Name one you could use and how you would use it.

Materials & Resources

18. Type in the word "milk" as the keyword and select 10th Grade from the dropdown menu. Click search. Open the Instructional Content, Milk Makes Me Sick. View the lesson plan. There are two hot links in this lesson plan. Open both of these links. What is the difference between the two links?

19. You can also use the **Advanced Search** tab at the top of the page to search for specific types of resources. Conduct an advanced search for the subject area you teach. Open one of the resources you find and save it in your ePortfolio. Check to make sure your resource saved properly. Go to the very top of your screen on the right-hand side and click Teacher Tools. Select My ePortfolio.

_____ I can see the saved item in my ePortfolio.

20. The last two tabs under Materials and Resources offer samples of the units and lesson plans which comprise the **Voluntary Model Curriculum** (VMC) and a view of **Learning Progressions** needed in certain core areas. Go into each and explore what has been included.

How do the color codes in the Learning Progressions connect back to the VMC?

Interventions

21. Read the introductory statement. Click to view the previously posted **Interventions Resources** at the bottom of the page. Open the document posted for **Secondary RtII**. Review this document. How might a regular classroom teacher find this helpful?

Teacher Tools and Other Resources

22. Please go to the very top of the page and click on **Teacher Tools**. Take some time to investigate the tools available to teachers through SAS. As you view the tools listed below please make notes of things you notice or want to check on later.

My Profile: _____

My ePortfolio: _____

My Communiities: _____

Please complete the last two questions and the feedback section individually.

23. Log in to www.pdesas.org and look at the very bottom of the page. Click on the small **About SAS** tab. Click on the **Related SAS Materials** tab and read the **UBD Document**. How, if at all, does this document help you better understand SAS?

Would you be interested in studying *Understanding by Design*, by Grant Wiggins and Jay McTighe with a group of your peers.

Circle one: **YES** **NO**

24. Click on the **Help** link at the very top of the page. Look at the **FAQs**. Read the **Learning Communities FAQs**. On your own, if you have not already done so, please join one of the learning communities today.

What community did you join? _____

Feedback

Thank you for your participation today. Please provide feedback on this activity.
Do you have a better understanding of what's currently available on SAS?
How do you see yourself and others within our building using SAS?

[illegible]